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## Graduate programming for working professionals: What makes a difference?

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# **GRADUATE PROGRAMMING FOR WORKING PROFESSIONALS: WHAT MAKES A DIFFERENCE?**

**Presentation to EMI  
CONFERENCE**

**June 9, 2010**

**Dr. Christine Springer**

**Executive Masters in Crisis and Emergency Mgt (ECEM)**

University of Nevada, Las Vegas



# **ECEM Director Dr. Christine Springer**



**Former Director of Intergovernmental and Community Relations for 3<sup>rd</sup> Largest Public Utility (Arizona)**

**Former President of American Society for Public Administration(1994)**

**Elected to Membership of Congressionally Chartered Think Tank: National Academy of Public Administration (1997)**

**Former Director of Economic Development on Arizona Gov's Staff**

**Author of 10 books on public management**

**Degrees from University of Arizona, Arizona State University and Indiana University**

**Associate Editor of Public Administration Review**

**Columnist for Innovation Group, *Public Management* and *P.A. Times***

**Executive Masters in Crisis and Emergency Management (ECEM)**

# KEYS TO SUCCESS

**EDUCATION**

**PREPAREDNESS**

**PREVENTION**

**COMMUNITY  
OUTREACH**

**INTENTIONAL**

**TECHNICAL**

**NATURAL DISASTERS**





# **EDUCATION**

## **A Graduate Degree Designed for New and Working Professionals – Since 2003**

### **Mission**

- **To provide a well-rounded graduate learning experience to current and future crisis and emergency management leaders for effectively addressing natural, intentional and technical disasters**

# KEYS TO SUCCESS



- \*REGULARLY REVIEW AND REVISE CURRICULUM TO ACCOMMODATE PROFESSIONALS IN BOTH EMERGENCY MGT AND HOMELAND SECURITY**
- \*COHORT GROUPS OF STUDENTS**
- \*HYBRID IS BETTER THAN ONLINE**
- \*REQUIRE COMMUNITY PROJECTS**
- \*INTEGRATE PRACTITIONER AND ACADEMIC FACULTY AND SPEAKERS**

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University of Nevada, Las Vegas

# Background on ECEM Degree Program

**Executive Masters Approved by Regents in November, 2003**

**Academic program housed within the School of Environmental and Public Affairs**

**Originally 18 months with 3 Modules of 4 Classes Each and Two Cohorts a Year**

**First class of 19 graduated in May, 2005**

**Decision to hire Academic Director made in 2005**

**All but one faculty are visiting and most from outside Nevada**

**Academic programming addresses both homeland security and emergency management**

**225 Alumni as of June, 2010**

**Applications taken once a year (May) for Fall Semester Start**

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# Background Information

**Offered through UNLV School of Environmental  
and Public Affairs**

**Cohort Based Learning**

**Associated with the UNLV Institute for Security  
Studies but in Another College**

**36-Hours of Graduate Programming Completed in  
24 months**

**6 Weekends On-Campus – Remainder On-Line**

**Affordable Tuition with Financial Aid Possible**

**Online Community of Practice and Discussions**

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# Admission Requirements

***Undergraduate Transcripts from Accredited College (3.0 GPA or Satisfactory Scores on GRE or GMAT)***

***Three Letters of Reference***

***Personal Statement Indicating Career and Educational Goals***

***Resume with Educational and Professional Experience***

***Completed UNLV Graduate College Application***

● ***<http://emt.askadmission.net/unlvgrad/emtinterestpage.aspx?ip=graduate> or (702) 895-3345***

***Non-Refundable Application Fee of \$60***

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# Questions Asked of 300 MANAGERS IN THE FIELD

## What Core Competency?

Leadership and Team Building

Experience

Operate Within Socio-Political Framework

Mastery of Emergency Mgt. Functions

## Characteristics of Successful Managers?

Inspire Confidence

Aware and Knowledgeable

Build Teams

Work Within the Bureaucracy

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# MANAGEMENT STRATEGIES

COMMUNICATION

SUPERVISION

COMPLIANCE WITH  
REGULATORY AND  
FIDUCIARY  
OBLIGATIONS

- STRUCTURE MORE  
IMPORTANT TO  
FEDERAL
- SHARED LEADERSHIP  
MORE IMPORTANT TO  
STATE AND LOCAL



# WHAT IS MOST IMPORTANT TO STATE, LOCAL AND FEDERAL PROFESSIONALS?

## STATE/LOCAL

COMPETENCE

LEADING WITHIN  
BUREAUCRACY

TRUSTWORTHINESS

DYNAMISM

## FEDERAL

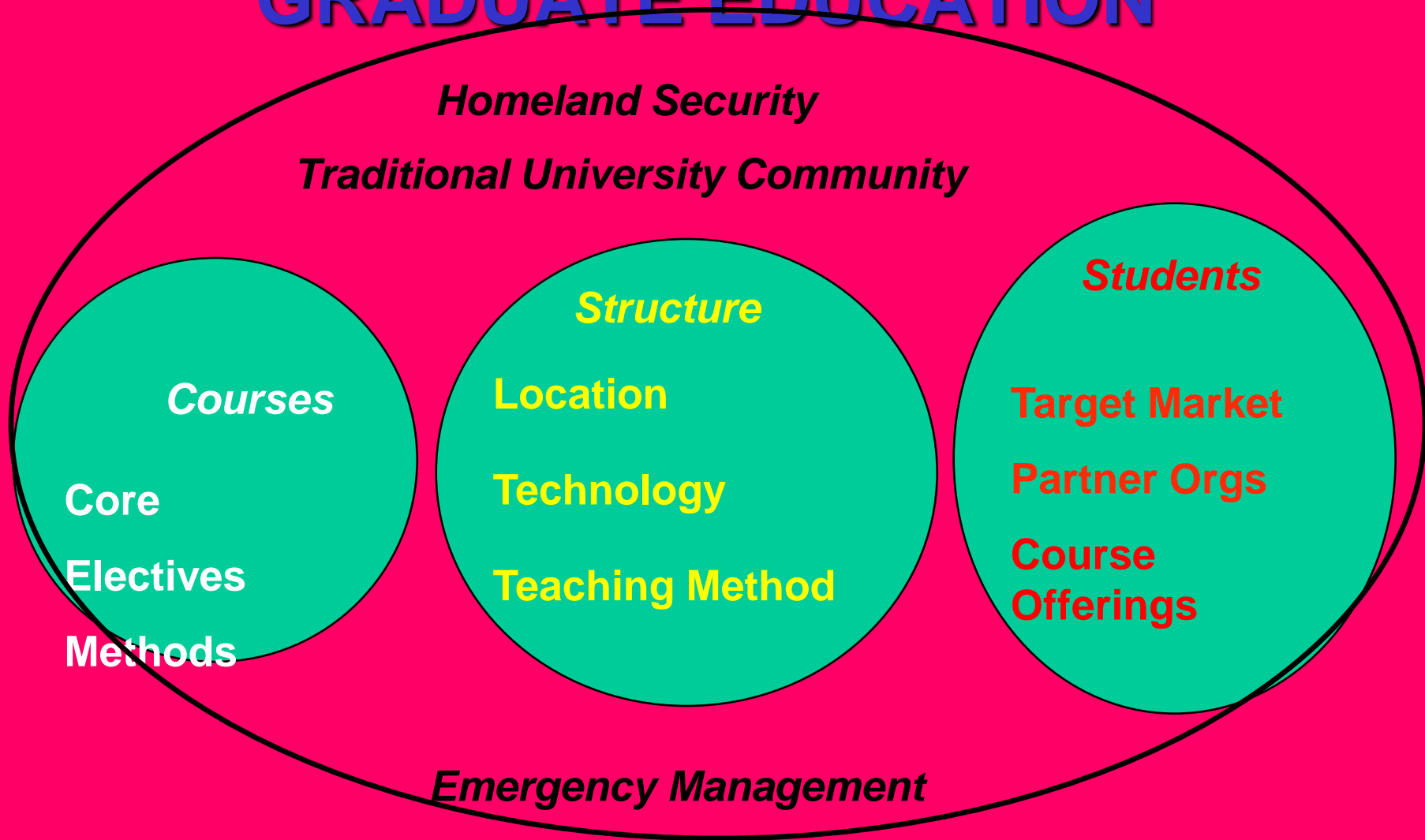
PROFESSIONALISM

TECHNICAL ACUMEN

FRAMING A VISION

CHALLENGING STATUS  
QUO

# SIX CHALLENGES NOTED IN GRADUATE EDUCATION



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# TWO CONTRASTING IMAGES

Carol Cwiak - 2007

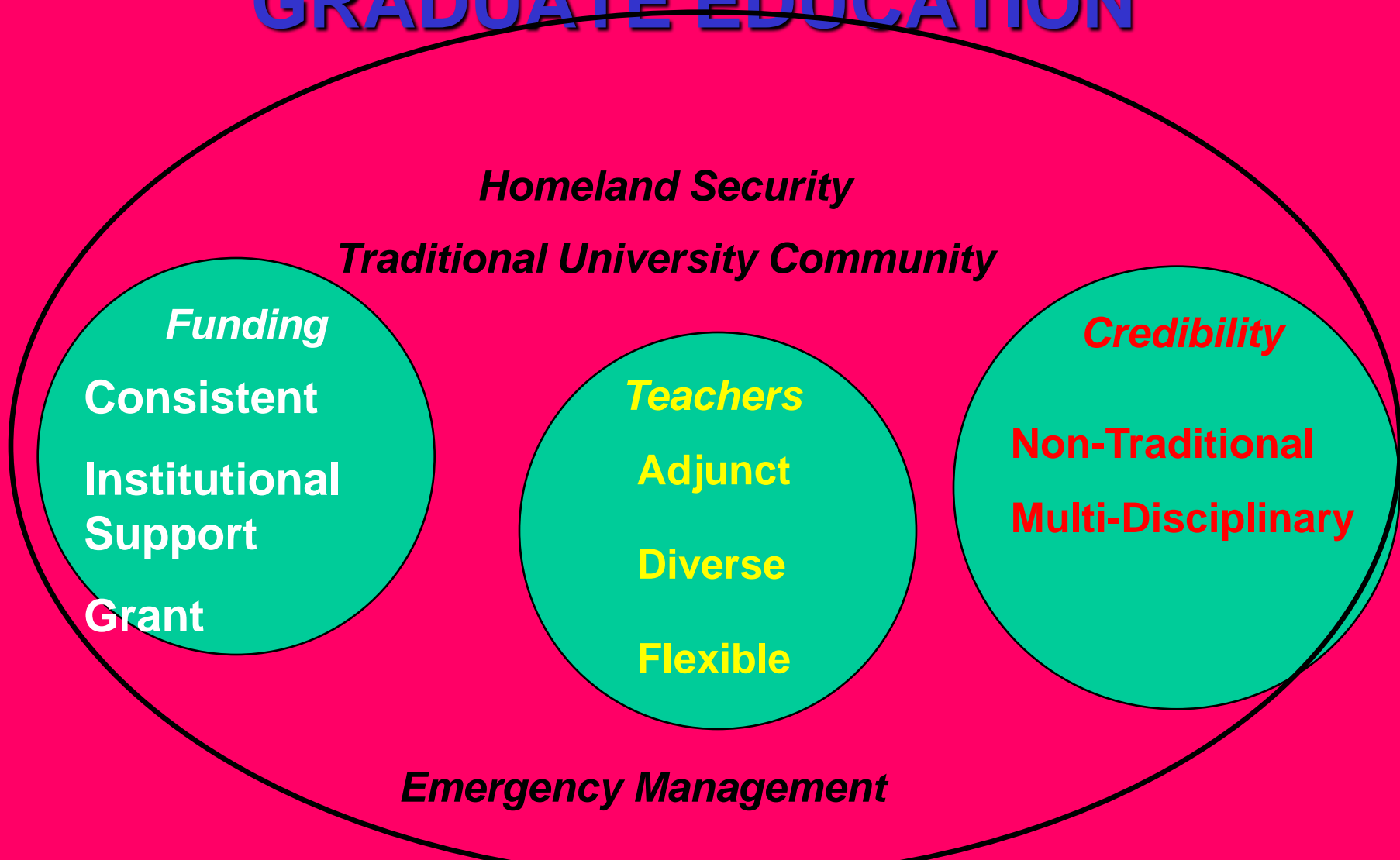
## DEFINITION (2007)

- *MANAGERIAL FUNCTION CHARGED WITH CREATING THE FRAMEWORK WITHIN WHICH COMMUNITIES REDUCE VULNERABILITY TO HAZARDS AND COPE WITH DISASTER*

## COMMENT (2007)

- *THE IDEA OF GUIDING PRINCIPLES SUGGESTS A PROFESSIONAL CONSISTENCY THAT DOES NOT EXIST.*

# SIX CHALLENGES NOTED IN GRADUATE EDUCATION



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# Opportunities Noted. . . .

- ❑ PROGRAMS ARE GROWING
  - ❑ 1-2 YEARS OLD (56%)
- ❑ DESIRED COURSES OFFERED
  - ❑ POLICIES, PLANNING, RESPONSE, COORDINATION
- ❑ FACULTY HIRES INCREASING
  - ❑ MOST HAVE RECENTLY HIRED (57%)
- ❑ JOB POSTINGS INCREASING
  - ❑ +5 IN 2007 THAN 2006
- ❑ DEMAND FOR COURSES INCREASING
  - ❑ (94.9%)
- ❑ ON-LINE INSTRUCTION WORKS FOR STUDENTS
- ❑ PROGRAMS ACCREDITED



# Providing Students with the Knowledge to:

**Effectively manage the consequences of natural, intentional  
and technical disasters**

**Navigate the complex emergency management framework**

**Apply sophisticated technical systems to emergency  
management**

**Understand the intergovernmental context so as to better  
manage crises**

**Learn from past incidents to better prepare for future  
disasters**

**Learn from renowned experts and from fellow students**

**Partner with Community to Develop Plans and Exercises**

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# Curriculum

## Module One

- Introduction to Emergency Management

## Module Two

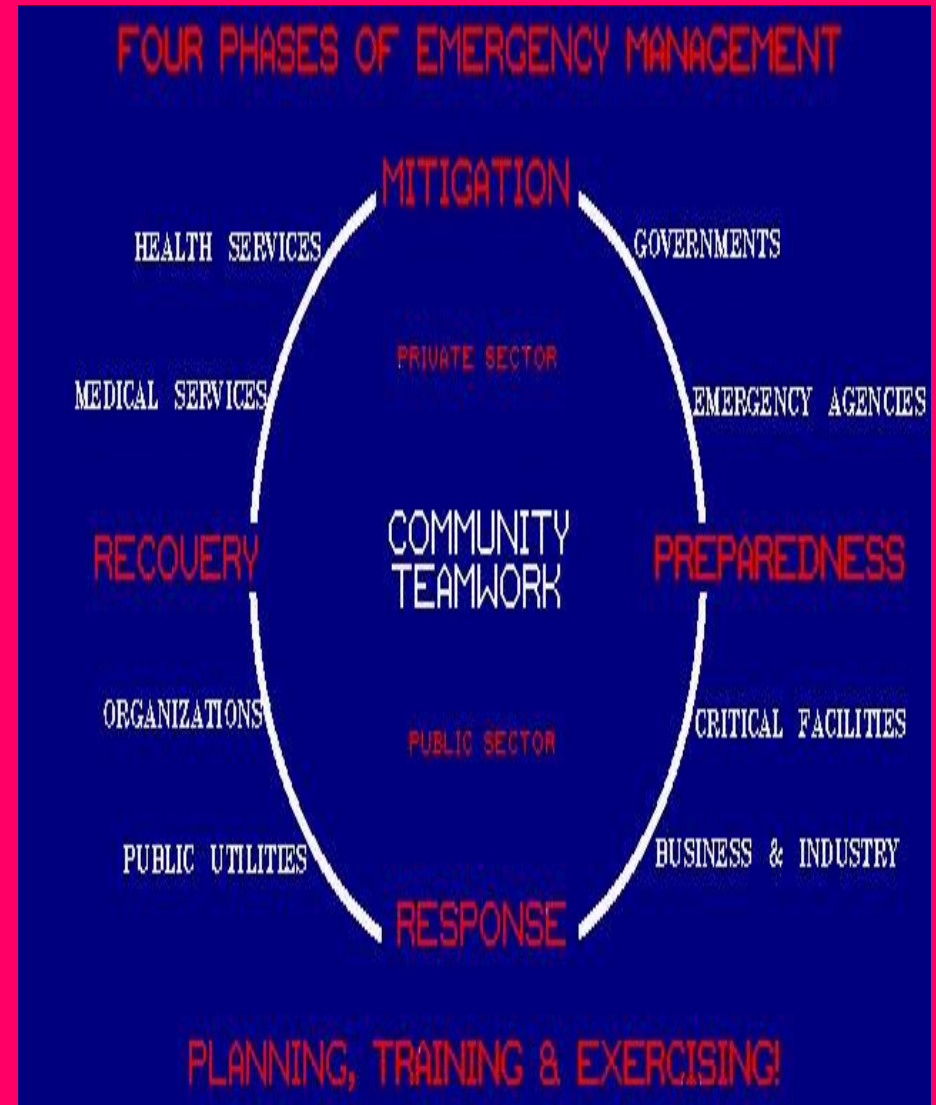
- Context for Management

## Module Three

- Planning and Preparation

## Module Four

- Putting Knowledge into Practice



# NATURAL HAZARDS

**FLOODS**

**FIRES**

**POWER OUTAGES**

**EXTREME HEAT**

**EARTHQUAKES**

**HURRICANES**

# MAN-MADE HAZARDS

## BIOLOGICAL AGENTS

ANTHRAX, BOTULISM, PLAGUE,  
RICIN, SMALLPOX, TULAREMIA,  
VIRUSES,

## NUCLEAR AND RADIATION EMERGENCIES

## CHEMICAL AGENTS

# **COHORT BASED AND HYBRID LEARNING ARE IMPORTANT**

**MONTHLY DIALOGUES WITH STUDENTS ABOUT  
COURSEWORK AND FACULTY INTERACTIONS**

**MODULE EVALUATIONS OF EACH COURSE**

**FORCED STUDENT INTERACTION VIA  
DISCUSSIONS, GROUP PROJECTS AND ON-  
CAMPUS SESSIONS**

**FLEXIBILITY REGARDING ASSIGNMENTS**

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# What Students Say. . .

*Very Impressed with the teaching style and  
knowledge of instructors*

*Fantastic Student-Instructor Interaction*

*Guest Speakers are Fantastic!*

*Great Class Exercises and Readings!*

*Relevant Information to My Career and My Future*

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# ECEM On-Campus Requirements

- 24-month degree
- Four 6-month modules or terms
- Three courses per module
- A total of six weekends to be on-campus at UNLV
  - One weekend at the beginning of the program for orientation
  - One weekend at the conclusion of each module
  - One weekend in the third module for a table top exercise

# ECEM Weekend Schedule

Friday	Saturday	Sunday
	8:00 am  <b>8 hours of class</b>	8:00 am  <b>5 hours of class</b>  1:00 pm
6:00 pm <b>3 hours of class</b> 9:00 pm	5:00 pm	
 <b>16 hours total</b>		



# ECEM Schedule 2008

● Applications due	May 19, 2008
● Program Start Date:	July 7, 2008
● Module 1 Start Date:	July 7, 2008
● <b>Module 1, First On Campus Weekend Meeting:</b>	<b>July 11-12, 2008</b>
● <b>Module 1, Second On Campus Weekend Meeting:</b>	<b>November 28-30, 2008</b>
● Module 1 End Date:	December 5, 2008
● Module 2 Start Date:	January 12, 2009
● <b>Module 2, On Campus Weekend Meeting:</b>	<b>June 12-14, 2009</b>
● Module 2 End Date:	June 19, 2009
● Module 3 Start Date:	July 6, 2009
● <b>Module 3, First On Campus Weekend Meeting:</b>	<b>July 31-August 2, 2009</b>
● <b>Module 3, Second On Campus Weekend Table Top Exercise:</b>	<b>December 4-6, 2009</b>
● Module 3 End Date:	December 11, 2009
● Module 4 Start Date:	January 11, 2010
● <b>Module 4 Second On Campus Weekend Meeting</b>	<b>June 11-13, 2010</b>
● Module 4 End Date	June 18, 2010
● Program End Date:	June 18, 2010

# ***Defining Program Status***

*Most students choose to focus on emergency management not homeland security. I can't expand our offering because I can't get the department to hire another faculty member with expertise or interest. We are trying to hire a new professor with GIS expertise but they are expected to focus on economic development not homeland security. Most of our students are in a certificate, MPA, Policy, Public Health, Geography, Criminal Justice or Ph.D. students from political science and public policy.*

***Program Manager's Response - 2008***

# On-Line vs Face-to-Face Instruction

*“ Student learning appears to be highest when a course is neither all face-to-face nor all virtual but is instead a mixture of both”*

-Churkovich and Oughtred - 2002

*“More work than a classroom class...”*

*“You don’t have to worry about cheating-I couldn’t pay anyone enough to do this...More and better instructor involvement than in a classroom...With my shift schedule this way the only way I could do the class. . .This course forced me to be involved and to interact”*

-Walter Green - 2000

# **PRACTICAL APPLICATIONS OF KNOWLEDGE IN THE COMMUNITY DEMONSTRATE COMPETENCE**

**CAPSTONE COURSE REQUIREMENTS ADDRESS  
RESILIENCY AND COMMUNITY PREPAREDNESS**

**OTHER COURSES ADDRESS RESILIENCE**



# UNLV ECEM CAPSTONE PROJECT REQUIRES...

- 1) COMPREHENSIVE RESEARCH PAPER ON RESILIENCE
- 2) RESEARCH REPORT ON RESILIENCE STRATEGIES FOR SELECTED CRITICAL INFRASTRUCTURES
- 3) COMPLETION OF A LOCAL GOVT RESILIENCE ANALYSIS PROJECT IN CONJUNCTION WITH A LOCAL GOVT



# ONE EXAMPLE...

## UNLV ECEM COURSES DEALING WITH RESILIENCE INCLUDE

- **INTRO TO CRISIS AND EMERGENCY MGT**
- **SCIENCE OF CATASTROPHES**
- **INTERGOVERNMENTAL AFFAIRS**
- **ORGANIZATIONAL LEADERSHIP**
- **COMMUNITY PREPAREDNESS**
- **HUMAN CONSIDERATIONS**
- **RISK AND MITIGATION**
- **PREVENTION AND PLANNING**
- **RESPONSE AND RECOVERY**
- **CAPSTONE: RESILIENCE IMPLEMENTED**

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# Resilience Defined

***Resilience measures a community's ability to effectively absorb disasters, as well as respond, and coordinate consequence management tasks to recover from major disaster and crises involving mass casualties, damaged critical infrastructure, disruption of normal economic activity, dislocation of many citizens, widespread property and commercial losses, and sustained stress for vulnerable populations, law enforcement and emergency response professionals.***



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# Objectives of “Resiliency”

*Resilience aims to make our communities safer, stronger, and better prepared to manage any emergency situations by fostering successful public-private partnerships, cross-community collaboration in risk management, creative and innovative local problem solving, community commitment to better mitigation and response, and implementing sound programs that can be modeled for use by other communities.*





# Examples of Resilience

*Community resilience is measured by the ability of a community to restore and resume most of its normal economic, commercial, educational, health, safety and government functions within 6 months after the crisis ends.*



# Types of Resiliency

## DEFINING

**Economic Resiliency**

**Community Resiliency**

**Individual Resiliency**

**Academic Resiliency**





# **PREPARATION: AGENCIES, THE COMMUNITY AND FAMILIES**

**LAS VEGAS METRO'S HOMELAND SECURITY  
BUREAU**

**CLARK COUNTY OFFICE OF EMERGENCY  
MANAGEMENT**

**SOUTHERN NEVADA COUNTER-TERRORISM  
CENTER**

**NEVADA OFFICE OF HOMELAND SECURITY**

**NEVADA FUSION CENTER**

**SOUTHERN NEVADA HEALTH DIST.**

**KEEPING YOUR FAMILY SAFE DURING A  
DISASTER**

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# **CAPTURING AND USING INFORMATION EFFECTIVELY**

**INTEROPERABILITY OF COMMUNICATIONS  
SYSTEMS**

**DEFINING ROLE PLAYED BY LAW  
ENFORCEMENT, GOVT HOMELAND  
SECURITY AGENCIES AND CIVILIANS**

**PROVIDING TECHNOLOGY TO SECURITY AT  
ALL LEVELS OF GOV'T**

**ADDING KNOWLEDGE TO INFORMATION  
GATHERED BY AGENCIES SO THAT  
MANAGEMENT IS POSSIBLE ACROSS  
AGENCIES**

**ADDING EVALUATION COMPONENT SO THAT  
SYSTEMS CAN BE RETOOLED**

# **HANDBOOK ON KEEPING YOUR FAMILY SAFE**

- **MAKE A PLAN**

**COMMUNICATION, SAFETY, SHELTER-IN-PLACE, EVACUATION, SPECIAL NEEDS**

- **MAKE A KIT**

**WATER, FOOD, FIRST AID, CLOTHING, TOOLS AND EMERGENCY SUPPLIES**

- **UNDERSTAND PREVENTION & CARE**

- **KNOW WHO TO CONTACT IN AN EMERGENCY**

- **KNOW THE HOMELAND SECURITY ADVISORY SYSTEM**

**GREEN, BLUE, YELLOW, ORANGE, RED**

# PREPARE AND PREVENT

***SAY SOMETHING WHEN YOU SEE SOMETHING...***

- 1. SURVEILLANCE**
- 2. INFORMATION GATHERING**
- 3. TESTING SECURITY**
- 4. PLANNING**
- 5. SUSPICIOUS BEHAVIOR**
- 6. GETTING INTO POSITION**

# Analysis and Conclusions

**Program Diversity**

**Maturation Continues**

**Graduate Degree in  
Homeland Security or  
Emergency Management  
Could Mean Many Things**

**Desire for Policy, Planning,  
Response Coordination  
Courses That Are Relevant  
to Their Job Now and in The  
Future**



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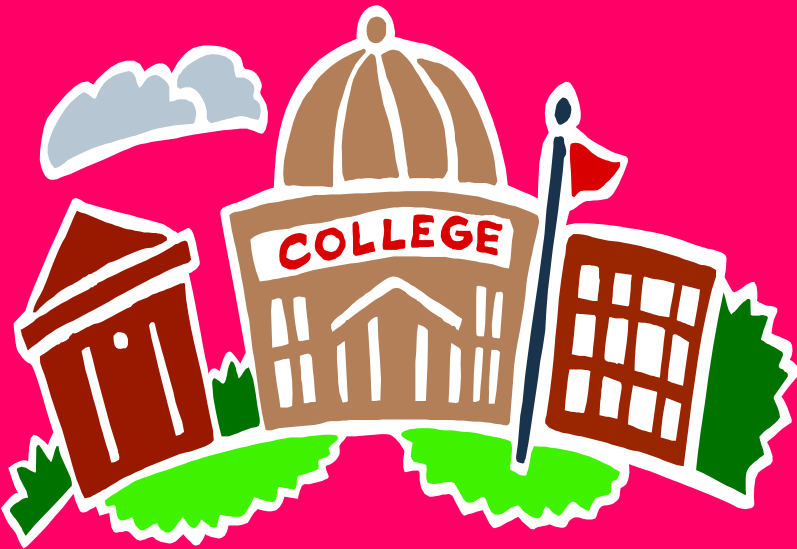
# Analysis and Conclusions

## Emerging as Two Academic Fields

Instructional Techniques  
Favor On-Line But Students  
Benefit Most from Hybrid

Professionals Need to  
become More Active in  
Standard Setting Process

Programs are Responding  
to Student and Employer  
Requirements





# Questions?



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